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Speech by Adam Graycar, Chief Executive  
Officer, Office of Tertiary Education, Adelaide

"Education reform"

presented at the National TAFE Conference,  
Grand Hyatt Melbourne, 25-27 November  
1993

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Adam Graycar

No. 5/92

**ORGANISATION:** NATIONAL TAFE CONFERENCE

**DATE:** 25 - 27 NOVEMBER 1993

**PLACE:** GRAND HYATT MELBOURNE

**TOPIC:** EDUCATION REFORM

~~There is no doubt~~

For a long time Education has been  
big business. Now, in Australia  
& o/s Education Reform is a ~~the~~  
booming ~~part of~~ business. In the  
past decade disparate governments  
are reconstructing rapidly in an  
attempt to make education a  
leading edge & vital economic asset.  
A few decades ago <sup>politicians</sup> ~~they~~ knew ~~they~~  
were on the road to ~~nowhere~~ if  
~~they~~ were made Ministers for Education.  
Not so today - these ministers  
<sup>colours</sup> are dealing with a consumer good,  
but a productive asset.



#### Max's Restaurant

Enjoying the elegant surrounds of Max's Restaurant is the ultimate dining experience - the best of Australian cuisine, excellent Australian wines and friendly professional service.

#### GRAND CAFÉ

##### Grand Café

Grand Café on the lobby level offers contemporary dining at its best. Open seven days a week from breakfast until supper and featuring our very popular Sunday Brunch and Sunday Afternoon Tea and Symphony.

#### THE HYATT FOOD COURT and Bars

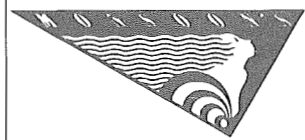
##### The Hyatt Food Court

Under its soaring glass atrium, the Hyatt Food Court offers a wide selection of food from around the world as well as two great bars. Open until late Monday to Saturday.



##### Bar Deco

Bar Deco, reflecting the ambience of the Deco period, is open from 5.00 pm every day with live entertainment throughout the week. It is the ideal place for a quiet cocktail before or after dinner.



##### Monsoon's Entertainment Studio

Dance the night away at Monsoon's Entertainment Studio from 9.00 pm 'til late Thursday to Saturday. Enter this exclusive club via the Russell Street entrance.

Restructuring our systems  
 within the context of a changing  
 economy - both <sup>local</sup> ~~state~~ and international,  
 dealing with an enormously diverse  
 product and customer base -  
 changing industry standards -  
 rapidly changing technology and  
 delivery systems, and all of  
 this against a backdrop of a  
 collegial environment is  
 not unlike making a  
 sandwich


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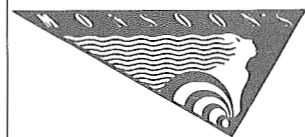
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2

Bread

Square ham

round Tomako

rectang. cheese

Chopped Chicken

long thin (drispy) asparagus

Shredded lettuce

handful sprout

another bread

cut diag.

upset if bits fall on floor

- hold it together

- balance & texture & taste

- identify bits what fall out



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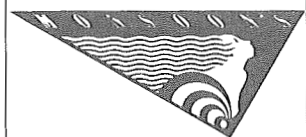
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In S.A. we're making the sandwich and our expectation are it will help feed off hunger, and have a nice balance of parties, and to make sure that happens & not too much talk on the floor we are focusing on the management of improved service delivery

Managing - slide ① analysis

str  
proc  
outcome



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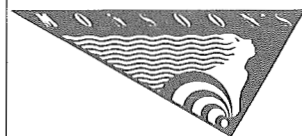
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# Structure

## Setting Framework

- reconstituting 19 colleges into 10 or 50 institutes - ~~devoting~~
- developing new governance devoting central functions to institutes ~~annexes~~
- establishing Voc & Training authority (announced yesterday)

## resp for

- for setting broad policy directions in vocational education and training and employment and youth services.
- for providing advice to government on desirable initiatives in these areas.
- for developing an effective and independent recognition of training and accreditation service for public and private providers of training.
- for administering contracts of training and promoting an efficient and equitable entry level training system.
- for liaison with universities and for developing co-operation between the TAFE and university sectors.
- for encouraging the development of vocationally relevant education and training pathways for school students and school leavers.

for South Australia's relations with the Australian National Training Authority and its participation in the National Vocational Education and Training System.

for determining financial allocations for TAFE and training within the budget provided by ANTA.

for the overall direction of the public TAFE system.

CONS process for VETA

# Process (for managing)

~~Macro~~ -

- devolution - current 19 colleges have a charter restricted to TAFE provision - insufficient co-ordination esp in reln to marketing (Marketing Service Branch)

## - Educational Programs

A major review of our programs has just been completed and the report will lead to the further enhancement of links with industry and will consolidate program management within

- Open Learning - Induction within

- Restructuring TAFE Act - creation of Educational Manager along with Principal Lecturer & new classification of Advanced Skill lecturers - College Staffing Plan



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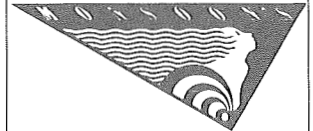
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- performance agreements  
 & performance appraisal

- Management development strategy

- contribute to corporate culture
- offer opportunities for managers to identify & acquire skills to meet corporate goals & service needs of industry & community

to achieve

- management competence
- management development action plan
- performance review



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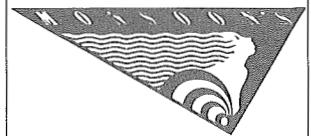
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Become

I really we want a system where we know what we are doing why, ~~for~~ with whom & for whom - broadly based & well used & respected

- in short a system which is efficient, effective, flexible accountable, comprehensive, co-ordinated integrated, affordable & equitable  
(note price)

- Performance indicators

- (1) **indicators of institutional context**, including staff and student background, resource input and expenditure;
- (2) **indicators of institutional performance**, including characteristics and outcomes of teaching and learning, and measures of academic staff achievement in research and professional services;
- (3) **indicators of participation and social equity**, including representation of disadvantaged groups and range of course provision.

The basic function of performance indicators is to assist in determining how well a particular institution or department has achieved its respective goals. In this respect they form an important part - but only part - of a broader evaluation process, in which their proper role as an aid to expert judgement rests on establishing a clear understanding of what characteristics are to be evaluated and what the indicators can and cannot measure in relation to these characteristics.

Improved

In an attempt to be more efficient & accountable, there has to be a focus on user friendliness & best practice.

Simply the best way of doing things.



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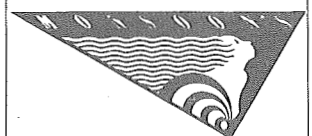
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7 'Best practices' are not fixed. As leading <sup>organisations</sup> firms search for and achieve continually improved performance, so their practices change. In fact, the search by leading firms for ever improved performance is at the same time a search for new and better practices. 'Best practice' is a moving target, always relative to continually improving best performance. Where the particular practice cannot, for reasons of, say, cultural difference, be implemented, then other ways of bridging the gap in performance must be sought.

## Benchmarking

Fundamentally, benchmarking is a comparison between processes & outcomes of our business with other businesses.

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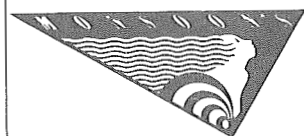
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It is important to recognise that the other business does not have to be the same, or even similar to our own. In fact much of the most effective benchmarking undertaken by business today is with a diverse range of workplaces.

We could say that to benchmark with a competitor or like business is to compare how you rate in terms of "Best Practice". While benchmarking with ~~dis~~<sup>un</sup>like businesses is to seek innovation in areas not readily explored in your line of work. Thus both styles of benchmarking are important.

An example of benchmarking a process in TAFE with an industry sector rather than another educational sector could be to "benchmark our enrolment and student data systems with an airline reservation system."

If we benchmark this process with other educational organisations we will no doubt find very similar systems to the one we already have, give a few "bells and whistles". The conclusion of this type of comparison is often that we either have the best solution (available) or its close enough not to worry, thus we end up with a system that still doesn't really do what we want.

However, an airline reservation system is designed to handle the degree of flexibility and data capture we may be looking for and it may provide a quantum leap in our process for enrolment rather than an insignificant change.

I am not necessarily suggesting that we buy or develop an airline reservations system to enrol our students, but the answers we are looking for may not be in our backyard.

- creating awareness of the  
processes - getting above the  
problem - ~~the~~ seeking out to  
identify & implement best  
practice - cultural change.

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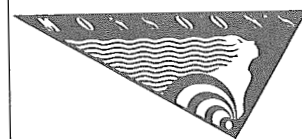
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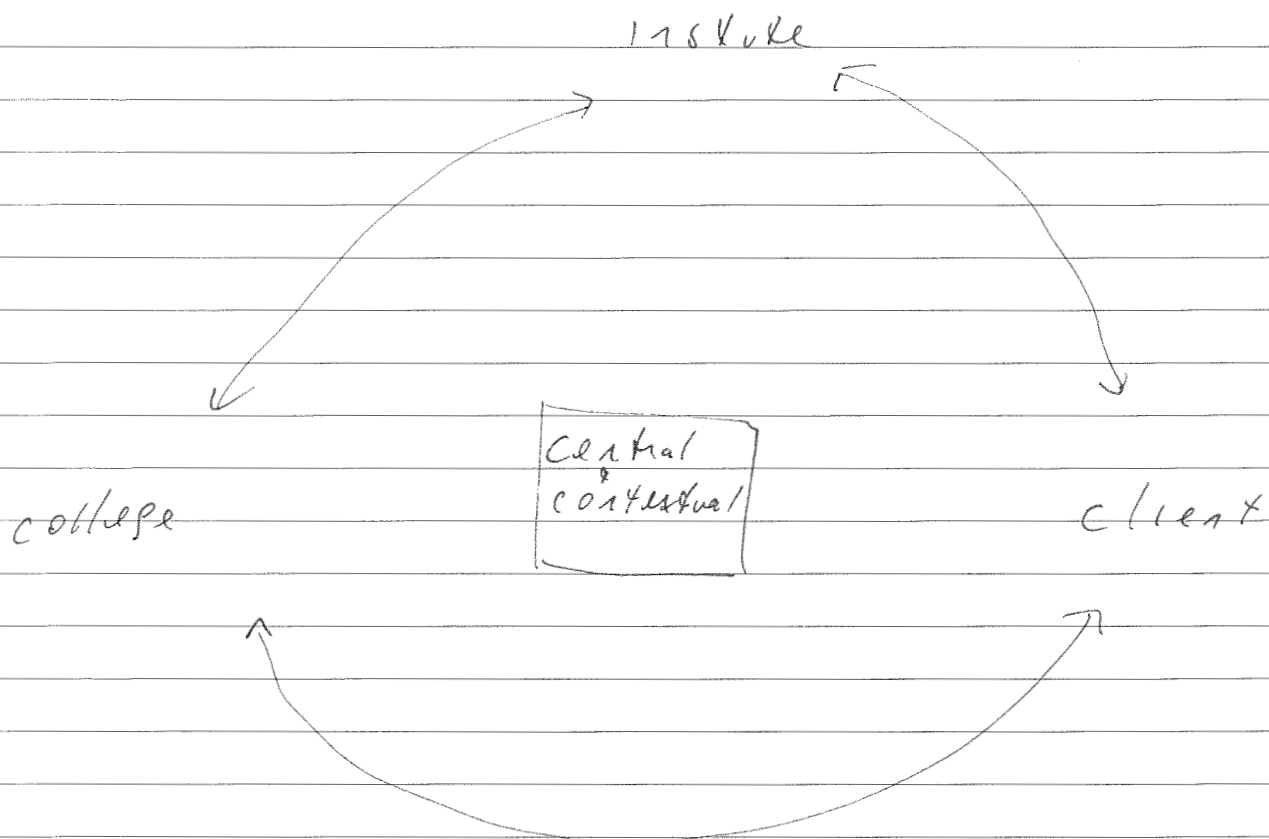
All excellence involves discipline and tenacity of purpose. As John Gardner, the American Secretary of Health, Education and Welfare 25 years ago, pointed out, "There may be excellence or shoddiness in every line in human endeavour. We must learn to honour excellence (indeed, to demand it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness, however exalted the activity. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness

in philosophy because philosophy is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

Conclusion → questions

- Cementing relations of various parts

- resources
- structures
- processes
- outcomes



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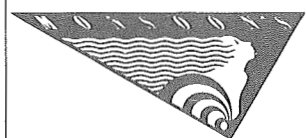
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**SOUTH AUSTRALIAN**

**DETAFE**



# **CLIENTS OF TAFE**

## **MAJOR CATEGORIES**

1. STATE GOVERNMENT
2. COMMONWEALTH GOVERNMENT
3. INDUSTRY
4. EDUCATIONAL SECTORS
5. INDIVIDUALS
6. INTERNATIONAL

## **STATE GOVERNMENT**

- 1. TAFE AWARD PROGRAMMES**
- 2. PRE-VOCATIONAL PROGRAMMES**
- 3. SPECIAL INITIATIVE PROGRAMMES**
- 4. STATE YOUTH STRATEGY**
  - CONSERVATION PROGRAMME**
- 5. DESIGNATED GROUPS PROGRAMMES**
  - WOMEN**
  - YOUNG PEOPLE**
  - NON ENGLISH SPEAKING**
  - ABORIGINAL**
  - PEOPLE WITH DISABILITIES**

# **COMMONWEALTH**

- 1. PRE-VOCATIONAL PROGRAMMES**
- 2. ACCREDITED TRAINING FOR YOUTH**
- 3. TRAINEESHIPS**
- 4. LABOUR MARKET PROGRAMMES**
  - JOBTAIN**
- 5. ABORIGINAL EDUCATION**
- 6. LITERACY**
  - WORKPLACE LITERACY**
- 7. CARMICHAEL PROGRAMMES**
- 8. NON ENGLISH SPEAKING BACKGROUND PROGRAMMES**

## **INDUSTRY**

- 1. WORKPLACE TRAINING**
- 2. CUSTOMISED TRAINING**
- 3. CONSULTANCY SERVICES**
- 4. SKILLS ASSESSMENT TRAINING**
- 5. ACCREDITATION OF COMPANY  
TRAINING THROUGH RECOGNITION  
OF PRIOR LEARNING**

## **INDIVIDUALS**

- 1. INITIAL ENTRY LEVEL TRAINING**
- 2. UPSKILLING**
- 3. RETRAINING**
- 4. RE-ENTERING THE WORKFORCE**
- 5. REHABILITATION TRAINING**
- 6. PEOPLE WITH LITERACY PROBLEMS**
- 7. ACCESS OF DESIGNATED GROUPS**
  - WOMEN**
  - ABORIGINALS**
  - NESB**
  - PEOPLE WITH DISABILITIES**
  - YOUNG PEOPLE**

# **EDUCATIONAL SECTORS**

## **1. SECONDARY EDUCATION**

- LINK PROGRAMMES**
- JOINT EDUCATION/TAFE PROGRAMMES**

## **2. UNIVERSITY SECTOR**

- CREDIT TRANSFER**
- TAFE CONTRACTS FOR UNIVERSITY COURSES**

# **INTERNATIONAL**

## **1. OVERSEAS STUDENTS**

## **2. OVERSEAS GOVERNMENTS**

- **INDIA**
- **CHINA**
- **MALAYSIA ETC.**

## **3. OVERSEAS ORGANISATIONS**

**EG KUALA LUMPUR SYSTEMATIC  
BUSINESS ENTERPRISES**

**INTERNATIONAL COLLEGE  
OF HOTEL MANAGEMENT**

## **4. CO-OPERATION WITH GOVERNMENT AND INDUSTRY TO INCREASE EXPORT POTENTIAL**

**EG AUSTRALIAN WHEAT BOARD  
MEAT AND LIVESTOCK  
CORPORATION  
WINE BOARD**

# **RESOURCING ISSUES**

\* **FINANCES**

\* **PHYSICAL**

\* **HUMAN RESOURCES**



## **FINANCES**

- \* **Financial planning - how?**
- \* **Short term assurance of funds - one year budget cycle.**
- \* **Unified systems for reporting.**
- \* **Equity in resource allocations between Colleges.**
- \* **Accountability**
  - **audit**
  - **systems**
  - **reliable reports**
- \* **ANTA - what will happen?**
- \* **Fees/equity.**
- \* **Finance staff in Colleges.**
- \* **Productivity.**

## **PHYSICAL**

- \* Central versus devolved responsibilities.**
- \* Future asset management liabilities.**
- \* Contracting out.**
- \* Building/staff/equipment mix.**
- \* Staff skills.**
- \* Financing programmes with large differences between years.**
- \* Future maintenance liabilities.**

## **HUMAN RESOURCES**

- \* **Part-time Instructors**
  - **renumeration**
  - **recruitment**
- \* **College staffing plan.**
- \* **Staffing implications from Institutes.**
- \* **Organisational changes.**
- \* **Restructuring implications.**
- \* **VSP's - downsizing.**
- \* **Management development.**
- \* **Devolution of functions**
  - **what?**
  - **how?**
- \* **Occupational Health and Safety increasing.**

## **HUMAN RESOURCES CONT...**

- \* Productivity.**
- \* Student services.**
- \* Enterprise bargaining.**
- \* Staff development**
  - forward planning**
  - equitable**
  - accountability**